

Special educational needs and disabilities (SEND) policy

St. Francis Catholic Primary School



Approved by: Governing Body

Date: 29th February 2024

Last reviewed on: February 2024

Next review due by: February 2025



The Mission of St Francis Primary School

'A community growing in love for learning and life rooted in God's love'.

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND.

Our school will:

- Support and make provision for pupils with special educational needs disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Communicate with, and involve pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.

Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

At St Francis Primary School we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to giving all our children every opportunity to achieve the highest of standards.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEND
[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

The [Governance Handbook](#) which sets out governors responsibilities for pupils with SEND

The [School Admissions Code](#) which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

A significantly greater difficulty in learning than most others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with other. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and / or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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6. Roles and Responsibilities

6.1 The SENCO / The Inclusion Manager

The Inclusion Manager at St Francis Primary School is Mrs Denise Frost, who is a qualified teacher with accreditation by the National Award for SEN Co-ordination. The SENCO is Mrs Sarah Neill, who is a qualified teacher.

They are available on 01622 771540 or email sen@stfranciscatholicprimary.com

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND

- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs E. Ebinum

c/o (Telephone 01622 771540 email: generalenquiries@stfranciscatholicprimary.com)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At St Francis Primary School we aim to identify and assess the needs of all pupils at the earliest possible opportunity to ensure the early identification of any SEND and to ensure all children make good progress.

A range of criteria is taken into account when identifying SEN, including:

- The child's early history
- Medical diagnoses which may impact on learning
- Parental Concern
- Low entry profile
- Attainment in the National Curriculum which is significantly lower than the expected for their age
- A lack of progress despite access to high quality teaching and a differentiated curriculum,
- Requiring greater attention in class due to behavioural or learning difficulties

- Requiring specialist material or equipment or support for sensory or physical problems, identifying what reasonable adjustments the school may need to make

The class teachers of St. Francis will monitor the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the Inclusion Manager / SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care, working alongside our EAL co-ordinator, in identifying and assessing SEN for pupils whose first language is not English. We also use a range of assessments with all the pupils at various points e.g., Y1 phonics screening, speech link, language link, spelling age, reading age tests, Pixl assessments and SATS

Pupil Progress Meetings are held twice a year, where the class teacher meets with the Inclusion Manager and Head Teacher to discuss the outcomes of these assessments, alongside observations made by the class teacher including a focus on pupil's wellbeing. Where progress is not sufficient, or there are concerns about wellbeing, even if a special educational need has not been identified, we put in place extra support to enable the pupil to work towards catching up. Examples of extra support are: targeted intervention for maths, phonics, reading comprehension, writing, handwriting, social and emotional wellbeing, fine or gross motor skills, sensory circuits, speech and language.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we

will use a range of assessment tools to determine the cause of the learning difficulty. At St Francis Primary School we are experienced in using the following assessment tools:

Lucid Cops and Lucid Lass for identifying strengths and weaknesses in learning and possible indicators of dyslexia

Infant/Junior Language link evaluation for language development

Speech link evaluation for speech sound production

Language for learning screening

Leuven Scales for wellbeing and involvement

Curtis Scale diagnostic and developmental assessment of emotional/social wellbeing

Boxall Profile

Ravens Matrices IQ Test

BVPS III for visual auditory memory

Sensory Circuit checklist

Social, Communication and Interaction scale

Expressive Vocabulary Test

We also have access to external advisors such as the specialist teaching and learning service, educational psychologist, physiotherapy, speech and language therapy, occupational therapy, school nursing, art therapy, early help services and social services who are able to use more specialist assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. We will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. These will be shared with parents, included in a provision map or personalised provision plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. In consultation with parents, the pupil will then be placed on our SEN register.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parent

All parents of pupils at St Francis Primary School are invited to discuss the progress of their children on three occasions during the year. They receive a written report at the end of the year.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent. We will formally notify parents when it is decided that a pupil will receive Special Education provision.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning (When appropriate). Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. Pupils' views are sought for Annual Reviews of EHCPs, Pupil views are included as part of learning walks and ongoing monitoring of teaching and learning. Self-assessment is encouraged as an integral part of pupil learning.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the Inclusion Manager / SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

2. Plan

In consultation with the parents/ carers and the pupil, the teacher and the Inclusion Manager / SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our Google Drive and will be made accessible to staff in a class provision map or personalised provision plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching,

The Inclusion Manager / SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. The evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the Inclusion Manager / SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

8.5 Evaluating the effectiveness of SEN provision

St. Francis has a robust self-assessment system in place which includes learning walks, lesson observations, book scrutiny and pupil voice interviews, all of which includes monitoring and evaluating the effectiveness of provision for pupils with SEN.

Interventions are discussed with Class teacher at Pupil Progress Meetings in the presence of the SENCO and Headteacher. Appropriate targets are set for all children and these are regularly reviewed. All interventions, and the impact of these, are monitored by the SENCO.

Each review of the SEN support plan will be informed by the views of the pupil, (where appropriate), parents, class teachers and SENCO and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

9. Expertise and training of staff

The Inclusion Manager has completed the National Award for SEN Co-ordination and the Inclusion Manager and SENCO attend the regular local and countywide SEN forums.

In-service training and individual professional development is arranged to match whole school development priorities and the needs of individual pupils. In-house additional needs and inclusion training is provided by the Inclusion Manager and SENCO to teachers and Teaching Assistants via staff and TA meetings.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are, Five Acre Wood Special School, Bower Grove Special School, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, School Nurse, Specialist Teaching and Learning Services, the Local Authority, KCC etc. The cost of training is covered by the notional SEN funding.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with a range of outside agencies to support pupils with SEN and their families. Typically, these will include but are not limited to:

- Early Help
- Specialist Teaching and Learning Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychology Service
- Speech and Language Therapy Service
- School Nurse
- Community Paediatricians
- Attendance Service
- CAMHS Child and Adolescent mental health services

Transition

At St Francis Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition meetings are organised for all children and where outside agencies have been involved, they are invited to attend or to provide information for the meeting.

When moving through the primary years detailed handover meetings take place when children move to a new year group, including discussions with the SENCO, to ensure relevant interventions and support are in place as soon as they begin in their new year group.

We also contribute information to a pupils' onward destination by providing information to the next setting. Arrangements are made for pupils to have taster days in their chosen secondary school where they are given key information and are able to ask questions, usually in a small group. Transition meetings take place between staff from both schools. Supported by the Specialist Teaching and Learning Service.

11. Admission and accessibility arrangements

11.1 Admission arrangements

St Francis Catholic Primary school undertake to be a fully inclusive school. The admission of pupils with a statement of Special Educational Need or Education, Health and Care Plan (EHCP) are dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the pupil's home local authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. Before

the application of oversubscription criteria, children with a Statement of Special Educational Need, who have named the school, will be admitted. As a result of this the published admissions number will be reduced accordingly.

11.2 Accessibility arrangements

At St. Francis we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs or Education, Health and Care Plans. The school has a comprehensive Accessibility Plan that can be viewed on the school's website. We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are either flat or ramped and have wide doors. The main entrance has a wide, double door into the entrance. The lobby is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

There is only one room disabled pupils have no access to as it is on the second floor and there is no step free access.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

12. Complaints about SEND provision

The normal arrangements for the treatment of complaints at St Francis Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, the Inclusion Manager / SENCO or the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special

Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area

Information, Advice and Support Kent (IASK), provides free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations,

They can be contacted on

HELPLINE: 03000 41 3000

Office: 0300 412 412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

The local authority's 'local offer' provides information about SEND in a single place. It intends to provide information about the support and services available for children with SEND within the local area, including useful contact details and information about children and parents' statutory entitlements. Kent's Local Offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

and parents without internet access should make an appointment with the SENCO/Family Liaison Officer for support to gain the information they require.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in Section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the Headteacher and Governing body of St. Francis every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Attendance policy
- Safeguarding / Child protection policy
- Complaints policy